



2022-2023 Strategic Compensation Fellowship and Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, February 4, 2022

NOGA ID [redacted]

Authorizing legislation **ESEA as amended by P.L. 114-95, ESSA, Title II, Part A, Section 2101(c)(4)(A)**

This LOI application must be submitted via email to competitivegrants@tea.texas.gov.
 The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.
 TEA must receive the application by 11:59 p.m. CT, February 4, 2022.

Application stamp in date and time

Grant period from **April 15, 2022 to June 30, 2023**

Pre-award costs are **not** permitted for this grant.

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Current salary pay scale as detailed on page 5 of the program guidelines
3. Attachment A

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): [redacted]

Applicant Information

Organization CDN Campus ESC DUNS
 Address City ZIP Vendor ID
 Primary Contact Email Phone
 Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title
 Email Phone
 Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are **not** permitted for this grant.

Pathway Selection

Please select **ONE** pathway.

- Pathway 1 Pathway 2 Pathway 3 (ESCs only)

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2022-2023 Strategic Compensation Fellowship and Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Strategic Compensation Fellowship and Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. **All Applicants:** The LEA or ESC, on behalf of partnering LEAs, assures that they understand and agree to make all efforts to make salary updates to their current compensation system, to align with the goals of rewarding and recruiting high-quality teachers. LEAs assure that any changes will apply to all teachers in the district.
6. **All Applicants:** The LEA or ESC, on behalf of partnering LEAs, assures that they will make available to the public the following items: Engagement Reports, Strategic Compensation Options and Compensation Handbook
7. **All Applicants:** The LEA or ESC, on behalf of partnering LEAs, assures that it will remain in compliance with all requirements related to the Teacher Incentive Allotment.
8. **All Applicants:** The LEA or ESC, on behalf of partnering LEAs, assures that this Letter of Intent has the support of the superintendent and other relevant senior LEA officials.
9. **All Applicants:** The LEA or ESC, on behalf of partnering LEAs, assures that they will make every effort to publish materials and make them publicly available for stakeholders and other districts.
10. **All Applicants:** The LEA or ESC assures that it will make every effort to hire a staff member by August 15, 2022, to serve as the primary point of contact and implementer of this grant.
11. **All Applicants:** The LEA or ESC, on behalf of partnering LEAs, assures that its Chief Financial Officer (CFO), or applicable role, will remain aware of this work and involved in matters related to compensation and finance. Additionally, the LEA assures that the CFO will join quarterly check-ins where there are financial matters to discuss, including relevant milestones.
12. **Pathway 1 or 2 Applicants only:** The LEA assures that a Senior Leader, who reports to the Superintendent, will be identified to oversee this work and will meet quarterly with the TEA program to review outcomes, milestones, and obstacles.
13. **Pathway 2 Applicants only:** The LEA assures that they will submit an application for Cohort E Teacher Incentive Allotment and work to meet all TIA requirements.

Statutory/Program Assurances Cont'd

- 14. **Pathway 3 Applicants only:** The ESC assures that a Senior Leader will be identified to oversee this work and will meet quarterly with the TEA program to review outcomes, milestones, and obstacles. ESC will also work to identify a senior leader at each partnering district.
- 15. **Pathway 3 Applicants only:** The ESC assures to provide ongoing support to identified LEAs and to work to maintain a cohort of at least three LEAs.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Grand Prairie ISD proposes to apply for Pathway 1 of the 2022-2023 Strategic Compensation Fellowship & Grant to develop and implement a salary-based evaluation and compensation system to attract and retain effective educators by 2023-24. A total budget of \$75,000 is requested to meet program goals during the project period which extends from April 15, 2022 to June 30, 2023. The district has committed to \$15,000 in matching funds to implement the initiative during the same time period. (1) Payroll Costs: GPISD requests \$60,000 to employ a Strategic Compensation Fellow. The district will provide \$15,000 in matching funds to provide salary and fringe benefits for the position and meet the 20% cost share/match. (2) Professional and Contracted Services: GPISD requests \$13,000 to contract with approved technical assistance to support compensation design, engagement, and financial modeling; (3) Other Operating Costs: The district requests \$2000 to pay travel costs for the Fellow to attend cohort meetings or conferences related to strategic compensation. GPISD has been honored to be a recipient of the Governor's Educator Excellence (Cycles 1-2), Texas Educator Excellence Grant, Grow Your Own (Cycles 1-5) and Principal Residency (Cycles 1-5) awards to recruit, support, and retain top tier teachers and leaders. The District Steering Committee comprised of district and campus leadership developed grant goals, activities, and the budget. Strategic Compensation Fellow, Chief of Human Capital, Deputy Superintendent of Business Operations will review implementation, data, and feedback quarterly. The teams will adjust timelines, personnel, resources and budget allocations as necessary to meet performance benchmarks and program goals.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The mission of GPISD is to ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement. Located in the heart of the Dallas Fort Worth metroplex, GPISD employs over 3000 educators who serve more than 27,400 students in forty campuses. Texas Academic Performance Reports indicate campuses in low-income sectors of the city with over 82% economically disadvantaged learners score lowest on state assessments. Data analysis reveals more than half of teachers in GPISD high-need schools have five or less years of teaching experience. Teacher attrition rates in some campuses range from 22% to 55%. The district recognizes it is the instruction and leadership of a highly qualified classroom teacher that has the most profound impact on student outcomes. It is the teacher who guides each learner in taking daily steps to master essential knowledge and skills, persist in school, and achieve academic milestones. Based on this precept the Board of Trustees along with GPISD leaders and educators, TEA technical support, and community stakeholders seek to develop a strategic compensation system that builds upon the GPISD Texas Incentive Allotment system and the GPISD salary scale to recruit, reward, and retain teachers. GPISD proposes to build on this work by hiring a Strategic Compensation Fellow to work with TIA Steering Committees, focus groups, and educator teams to develop a salary-based compensation model by the 2023-24 school year. The initial year of fellowship will begin August 15, 2022 and end June 30, 2023. A job description for the position has been developed and the position will be posted upon receipt of grant award to accommodate an August 15th starting date. The Fellow will coordinate and communicate stakeholder engagement events and committee meetings, facilitate and document grant activities, oversee data collection and analysis tasks, and document and report grant program progress and success to the district and state. The Fellow will report to the Chief of Human Capital and Associate Superintendent who manage the strategic compensation initiatives. TIA initiative goals, objectives, personnel, and resources will be planned and implemented through District Steering Committee. Formative evaluations will be provided to the Superintendent and Board after each quarterly meeting. Summative evaluations will be submitted annually.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
<p>The Associate Superintendent oversees all school improvement initiatives and reports directly to the Superintendent of Schools. Executive Directors from all GPISD departments including human capital, business operations, technology, and teaching and learning departments report directly to the Associate Superintendent. Area Superintendents who oversee the implementation of all school improvement initiatives including strategic compensation initiatives also report to the district leader</p>	<p>The Associate Superintendent has served as a district leader in GPISD for ten years. During this time, the administrator successfully engaged school and community members to develop systems to recruit and retain teachers through managing successful Governor's Educator Excellence, Texas Educator Excellence, District Awards for Teacher Excellence, Early College High School Leadership and Teaching Academy, Grow Your Own, and Principal Residency grant initiatives. The administrator has vast experience in managing school improvement setting goals. and performance measures, mentoring program coordinators, engaging stakeholders, and building positive relationships to bring about system-wide change.</p>

Goals, Objectives and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

A strategic goal in 2021-22 GPISD District Improvement Plan focuses on unlocking leadership, recruitment, support and retention of personnel by redesigning staffing structures, building teacher content knowledge and practices, and compensating effective educators. The proposed project empowers the district to meet these priorities by providing three new goals to recruit, retain, and reward teachers.

RECRUIT: TAPR data indicates all GPISD campuses failing to meet state accountability standards serve more than 82% economically disadvantaged students. Over half (54%) of educators teaching in these campuses have 0 to 3 years of experience. Goal: GPISD will develop a designation model and restructure staffing structures to increase the numbers of effective educators employed in high need campuses by 2023-24.

OBJ 1.1 Hire Strategic Compensation Fellow. Interview and hire a coordinator by 8/15/2022. OBJ 1.2 Calibrate the GPISD Designation System. Conduct leadership training in gathering feedback and calibrating systems. Contract with technical assistance to oversee evaluation of TTESS data and Renaissance STAR student growth measures across teaching assignments and campuses. Determine the root cause of discrepancies in observations and growth measures. Calibrate the teacher designation plan based on data and feedback. OBJ 1.3 Publish Designation Plan Conduct educator training on TTESS appraisal domains and student growth measures used to earn designations. RETAIN: According to district data, the retention rates of teachers in high need campuses is 20-25% lower than the GPISD average of 83% and Texas average of 86%. Goal: GPISD will develop and implement a strategic compensation model that provides professional development, support, and a competitive salary to increase the number of effective educators teaching in GPISD and on our highest needs campuses beginning in 2023-24 in GPISD . OBJ 2.1 Select Strategic Compensation Model. Recruit membership to the Steering Committee and focus groups. Research model. Document and publish meeting agendas, logistics and minutes. Conduct a survey after each meeting. Select 2-3 salary-based models. Hold focus groups to review models. Make recommendations to Steering Committee. Select model. OBJ 2.2 Communicate Plan. Publish detailed Strategic Compensation Field Manual. Maintain website with accessible information. OBJ 2.3 Conduct Professional Development Determine training needs to support teachers in building content knowledge and instructional practices to earn designations. Conduct professional development in PLCs and coaching. OBJ 2.4 Implement Model: Compensate teachers in 2023-24. REWARD: GPISD will fully integrate strategic compensation into GPISD curriculum, leadership, and operations by 2024-25. OBJ 3.1 Extend the Plan. Steering Committee reviews and recommends guidelines for teachers who enter the district, change campuses, or transfer mid-year Focus groups meet. Guidelines are selected/published. GPISD leaders integrate plan into procedures and systems. OBJ 3.2 implement Continuous improvement. The District Steering Committee collects, analyzes, and reports data/feedback quarterly. Participants are surveyed after meetings and annually. The team adjusts project personnel, resources, and funding to meet performance measures and goals. Evaluations are submitted to Superintendent, District improvement Committee and Board. District and campus teams include goals, objectives, and strategies in annual plans.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Because effective campus educators are a key factor in improving learner success, each goal is designed to positively impact student outcomes. The GPISD Assessment and Research Department will oversee quarterly and annual collection, disaggregation, and review of data. A blueprint of goals, objectives, activities, performance measures and tools on an implementation timeline will be developed for the initiative.

GRANT IMPLEMENTATION: The logistics, agendas, minutes, participation, and survey results will be documented for all grant activities, events and meetings. Meeting minutes will outline designation and compensation models reviewed including financial modeling and salary schedules for each option. The Strategic Comp Fellow will review project management data quarterly to determine if performance targets were achieved. Adjustments will be made to meet performance targets as needed.

PERFORMANCE: Recruitment numbers and teacher turnover data by school, subject, and teacher effectiveness; retention data by district, school, grade and teacher effectiveness; and salary schedules will be collected. Student growth rates will be computed using Renaissance STAR scores by district, school, grade and subject. A baseline will be established, and data will be analyzed at the end of each semester. The Strategic Comp Fellow will review the reports to determine if recruitment, retention, compensation, and student growth rate performance targets were achieved and to determine which (if any) strategic compensation factors had a positive impact on student outcomes.

Adjustments will be made to objectives, personnel, resources, and/or activities when necessary to meet project goals.

TEA Program Requirements

1. Strategic Compensation Planning: What role does compensation play in the district's teacher recruitment and retention strategy? Describe the current work and outcomes around teacher recruitment and retention. Include specific data points on each. What are the goals and current challenges for recruitment and retention? What strategies are currently being used to meet these goals? Describe the reporting structure for this work and how the applicant will ensure goals and decision making align with the timeline and district-level processes? How will the applicant ensure a high-quality candidate is selected for the Strategic Compensation Coordinator role? ESCs should respond based on planned work for districts.

The GPISD 2021-22 Improvement Plan (OIP) is designed to achieve the district's mission and goals: We ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement. GPISD understands teacher efficacy is the key factor to student success. The second priority of the District Improvement Plan (DIP) focuses on recruitment and retention of personnel. The plan recommends restructuring the staffing plan, conducting professional development to promote innovative instructional techniques, and compensating top tier educators to improve student learning. Strategic Compensation goals have been developed to achieve district recruitment and retention priorities. (1) Recruitment Goal: GPISD will develop a designation model and restructure staffing structures to increase the numbers of effective educators employed in high need campuses by 2023-24. Fifty-four percent of educators teaching in high need campuses targeted for strategic compensation initiative have 0 to 3 years of experience. As a strategy to "grow our own" educators, GPISD offers grant funded scholarships to high performing aides interested in earning a teaching certificate to teach in elementary Special Education or bilingual classrooms. In addition, GPISD established a leadership and teaching academy to recruit outstanding high school students interested in teaching the opportunity to earn 36 hours towards a teaching certificate at UT Arlington. Each project empowers the future teacher to work in GPISD while in the post secondary program. Scholarship recipients are required to teach in the district upon graduation. The projects have resulted in 82 outstanding teachers being hired as GPISD educators. (2) Retention Goal: GPISD will develop and implement a strategic compensation model that provides professional development, support, and a competitive salary to increase the number of effective educators teaching beginning in 2023-24. In 2021, the GPISD teacher turnover rate was 17% which is significantly higher than the state average of 14%. GPISD is committed to moving from a stipend-based compensation model to a true strategic compensation model. Allowing more targeted and meaningful approach to compensation will increase retention of GPISD's most effective teachers.

TEA Program Requirements Cont'd

1. Strategic Compensation Planning: Cont'd

(3) Compensation Goal: GPISD will integrate strategic compensation into GPISD systems. GPISD has utilized grant funding to develop stipend based strategic compensation systems into our most challenging campuses. Lessons learned through the initiatives resulted in a successful stipend-based compensation system for teaching positions with critical shortages. The successful initiative has resulted in placement of highly effective experienced teachers with more than five years of experience in targeted positions and a retention rate of 86% for these educators. The district has most recently developed an approach for using Texas Incentive Allotment funds as stipends to recruit, reward, and retain teachers. The proposed initiative will provide GPISD with the opportunity to work with a Strategic Compensation Fellow, TEA, and approved technical assistance to consider how to move from stipend system to a salary system. The Fellow will coordinate stakeholder engagement, district partnerships, collaboration across teams, and grant tracking and performance measures. The result will be a career pathway to a competitive salary for educators who take advantage of professional development opportunities to earn designations and improve teaching and learning.

The Associate Superintendent will lead the Steering Committee of educators and administrators including the Chief of Human Capital, Business Operations, and Teaching in Learning in planning the initiative. The SC Fellow will oversee implementation and evaluation of the project. The Fellow will play a key role in the creation of resources, and guidance documents. This will ensure the salary-based compensation system program activities, project data and feedback is monitored at quarterly meetings and adjustments are made to meet goals, progress is reported to the Board each nine weeks, and the initiative is integrated into the district improvement plan for upcoming years.

The Associate Superintendent has approved the Strategic Compensation Fellow job description submitted by the Steering Committee as an attachment to the letter of interest. The administrator will oversee the hiring of a high-quality candidate for the Strategic Compensation Fellow role. Certified educator applicants will submit a GPISD application. The job description will be used to develop a rubric designating desired qualifications and experience. Candidates selected for interview will answer open-ended questions to determine the applicant's views on educational leadership and knowledge of strategic compensation initiatives. Interview questions will be designed to demonstrate behavioral traits such as problem solving, interpersonal and leadership skills, and growth mindset. Three candidates will be selected for a final interview with GPISD leaders. The district will select a Fellow to begin work by August 15, 2022.

2. Payroll and Compensation Implementation: Pathway 1 and 2 applicants submit the current salary structure and method for calculating a teacher's salary and annual changes. Pathway 3 applicants should submit the current salary structure of their partnering districts and may provide additional narrative. All applicants must describe the organization of the payroll work and how the payroll team partners with other relevant teams, including finance, teacher recruitment, and school leaders. How will sustainability planning be approached? How will the applicant ensure all the grant timeline and all grant goals will be met?

The current salary structure ranges from \$57,250 for a beginning teacher to \$71,222 for teachers with 30 or more years of experience. The district provides an additional \$1000 in salary for teachers who have earned a master's degree or higher. In addition, recruitment stipends are paid to teachers certified to teach in critical shortage areas including Special Education and bilingual classrooms. The current compensation plan has two components, (1) the base salary and step schedule, and (2) the stipend based strategic compensation approach. Annual changes in salary are recommended by the Superintendent based on district issues and needs, future positions warranted, needs for specialized skill sets, existing career track pay scales, market data, and budget requirements and constraints. Changes are reviewed and approved by the Board of Education during public board meetings. The 2021-22 GPISD Pay Scale, Critical Shortage Area Stipend Schedule, and proposed TIA Strategic compensation amounts are provided as an attachment to this application.

The Grand Prairie ISD Office of Business Operations is responsible for managing the financial resources of the District to ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement. To achieve this mission, the GPISD Office of Business Operations aligns all decisions with the GPISD vision statement, the five District Improvement Plan goals, and the twelve principles of leadership supported by the district.

TEA Program Requirements Cont'd

2. Payroll and Compensation Implementation: Cont'd

The GPISD Deputy Superintendent of Business Operations Department is responsible for ensuring the district operates with sound financial management, customer service, and financial transparency. The administrator oversees the Budget and Compliance & Grant Accounting office which employs an four specialists to manage grant funds based on state and federal requirements. The Deputy Superintendent also directs the Finance Department which employs seven specialists to handle district budget requests including processing and documentation. The Deputy Superintendent also manages the Payroll and the insurance and Benefits Departments. These four specialists are responsible for providing accurate and timely paychecks and other payroll-related services to the employees of the district.

The Associate Superintendent will work with the Strategic Compensation Fellow, Texas Education Agency (TEA) approved technical assistance, and the Steering Committee to review models and develop a salary based Strategic Compensation approach that utilizes designations determined by teacher efficacy and student growth to allocate and distribute compensation. Campus educators, GPISD executive directors, community stakeholders and board members will serve on the committee to review and recommend the compensation model. Once a compensation approach has been approved by the Superintendent, District Improvement Committee, the Board of Trustees, and the TEA, the Deputy Superintendent of Business Operations will work with the Finance and Accounting Department to integrate the compensation system into the GPISD fiscal budget and salary schedule. The goal will be to maintain a budget growth rate of approximately 2.5 percent annually for teacher salary cost. This rate is the average for GPISD since 2019 and is comparable to other districts in the area. Under the leadership of the Deputy Superintendent of Business Operations, the GPISD Payroll team will work with the insurance and Benefits team to manage and distribute teacher salaries and fringe benefits. The salary including the compensation amount will include deductions for federal income tax, Medicare tax, and Texas Retirement System (TRS) contributions as part of an employee's annual wages reported to the state and federal governments.

The strategic compensation model will be integrated into the GPISD operations, curriculum and leadership systems. The Teaching and Learning Department will integrate training and resources into GPISD professional development offerings. The Office of Human Capital will integrate the Strategic Compensation designations and compensations into Recruitment, Retention and Strategic Staffing plans. The Business Operations Department will integrate the strategic compensation model into the annual budget and pay schedule. The Technology and Data Services Departments will collect, disaggregate, analyze and report project and performance data. District leaders will communicate the Strategic Compensation initiative to campus Principals at Leadership Team meetings. The integration of the salary-based compensation system into the existing systems of the district will ensure the initiative has the personnel and resources to be effectively planned, implemented, evaluated, and sustained.

Communication will be a priority to ensure success and longevity of the Strategic Compensation project. Focus groups will be held to determine the best way to communicate changes in the compensation system. All GPISD departments will work together to build understanding and collaboration across teams, campuses, the district, and the community.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section.

Are any private nonprofit schools participating in the program?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
4. Total current-year program allocation or grant award	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment